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ABSTRACT

Chattanooga State Technical Community College's (CSTCC's) marketing plan is presented in six parallel sections. The first of these deals with building the overall image of the college, increasing community awareness, and disseminating general information. The other five sections focus on marketing the following college programs and services: credit programs, continuing education programs, vocational programs, career-planning and placement services, and women's services. Each of the six sections are structured to include the following information: (1) background material, which, in the first section, traces changes in CTSCC's image and notes the current status of community perception and awareness: and, in subsequent sections, provides division-specific data on offerings, funding sources, and enrollments or participants: (2) analyses of alternative student options offered by other institutions in the area: (3) goals of the marketing efforts: (4) research studies that have been or are currently being conducted and areas where additional research is needed: (5) identification of target audiences: and (6) specific marketing strategies, along with an indication of who is responsible for implementing these strategies and the time frame for implementation. (AYC)

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CHATTANOOGA STATE

TECHNICAL COMMUNITY COLLEGE

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MARKETING PLAN 1981-82

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1981-82 MARKETING PLAN

INTRODUCTION

Chattanooga State Technical Community College is a two-year, public, comprehensive community college which had its beginnings as a technical institute established in 1963. By an act of the state legislature, Chattanooga State became a two-year community college in 1973. A recent act of the legislature (effective July 1, 1981) further expanded Chattanooga State's role and scope by providing for the merger of the college with the State Area Vocational-Technical School.

Chattanooga State offers degrees and certificates through four major divisions: business and commerce; allied health, mathematics, sciences, and engineering technologies; arts, humanities, education and public service; and vocational education. Non-credit classes, seminars and programs are available through the Division of Continuing Education and Community Services, the Career Planning and Placement Center, and the Women's Center.

A formal marketing plan was first developed at Chattanooga State in the summer of 1978, and this plan is revised and expanded annually. The college-wide marketing plan is developed and coordinated by the Associate Dean of Admissions, with contributions by the Coordinator of Institutional Research and the Associate Dean of Continuing Education, as well as other staff members.

Steady enrollment increases in the past several years in both credit and non-credit enrollments have been partially attributed to the marketing efforts, with the acknowledgement of the effect of the state of the economy, the relationship of the labor market to the career programs at Chattanooga State, as well as other variables.

Non-duplicated head count enrollments for Fall 1980-81 included 4,856 credit students and 2,011 non-credit (CEU) students. This represented an increase of 5.6% in credit students and a slight decrease in non-credit students.

In an effort to maintain the pattern of growth established over the past few years, Chattanooga State continues to use an organized marketing plan to increase enrollments, reduce attrition, and make college services responsive to the needs of its students.

At Chattanooga State, the marketing process begins and ends with the student consumer. Adapting the four P's of the marketing mix to the educational environment, the initial stage of marketing includes research to determine community and individual needs and product/program development to meet those needs. The second element of the mix--price--involves the pricing of courses, programs and seminars, and use of facilities at a level the student/consumer feels is reasonable/affordable. The third component of the mix--place--relates to the community college's philosophy of offering its programs and services at a location convenient and accessible for the students. The last element of the mix--promotion--is considered by many to be synonymous with marketing. Promotion includes all those strategies aimed at informing the target audience(s) about the college's offerings. A well-planned promotion program is designed to show the potential student how his/her needs can be met by the community college.

Marketing at Chattanooga State is, in a sense, the matching of the student to the college. Basic to recruiting in the marketing mode is reaching the prospective student to present the Chattanooga State story and interacting with them to be sure they understand it. The purpose of the 1981-82 marketing plan is thus to fine-tune the identification, qualification, and matriculation

of students who are best suited to succeed utilizing the special characteristics and offerings--both credit and non-credit--of Chattanooga State.

To accomplish this purpose requires a clear definition of marketing as it relates to higher education.

> "(It) involves a complete understanding of the missions and objectives (long and short-term) of the institutions, and an effort to identify, understand, and communicate with target groups of prospective students suggested by those missions and objectives." (Jack L. Engledon and Ronald D. Anderson, "Putting Small College Admissions in a Marketing Mode." College and University, Fall 1978, Vol. 54, No. 1, Page 8.)

Thus, basic to Chattanooga State's marketing plan is a thorough understanding of what it is we are offering. Like every other college, Chattanooga State offers programs, services, and facilities. How we are different is critical. The "positioning" exercise involves the consideration of how Chattanooga State's offerings are different from others, and which of these differences may be real advantages in the market place of higher education. Which are unique, or, if not unique, "packaged" in a more viable or desirable mixture? This analysis is especially important because of the need to avoid duplication of programs and services available at other area institutions

Organization of the Plan

The first level of organization in Chattanooga State's marketing plan is based on the following divisions: Image-Building/Awareness/General Information; Credit Programs; Continuing Education Programs; Vocational Programs; Career-Planning and Placement Services; and, Women's Services. Within each division, organizational levels include background information, analysis of alternative student options, goals of the marketing efforts; research available/needed; identification of target audiences; marketing strategies/person(s) responsible/time schedule/evlauation.

Note: Marketing strategies which encompass all of the divisions will be provided in the area of Image-Building/Awareness/General Information.

MARKETING PLAN ORGANIZATION

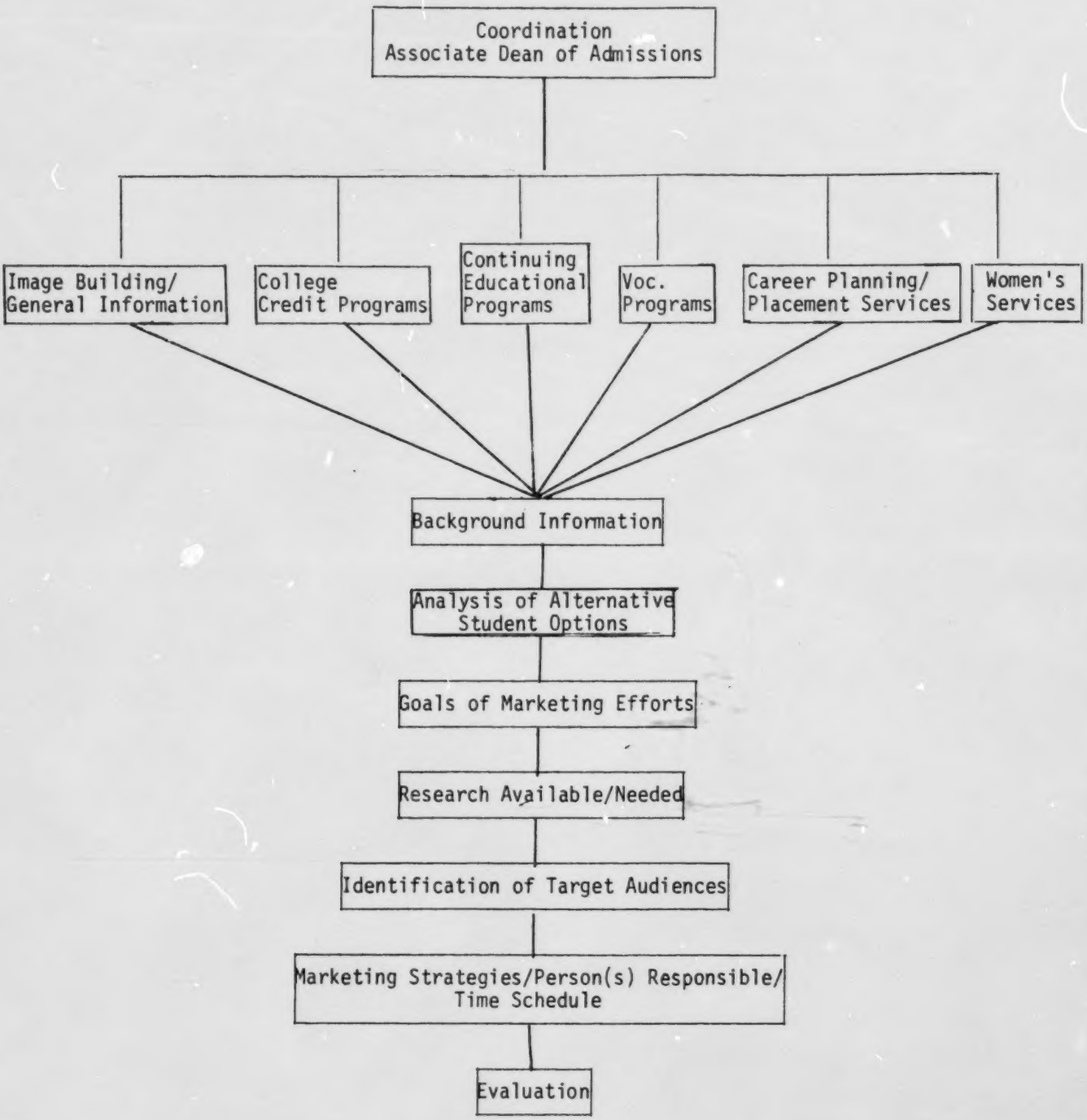

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IMAGE BUILDING

IMAGE-BUILDING/GENERAL INFORMATION

Background Information

The image of Chattanooga State has changed dramatically in the past several years. Despite some initial community resistance to the change from a technical institute to a community college in 1973, local support for the college has steadily increased in recent years. The enhanced image of Chattanooga State can be attributed to a number of factors; the involvement of the top administration in community affairs/development, the college's success in meeting the needs of the community, the high level of quality instruction, and the marketability of Chattanooga State graduates.

As the community has watched the college expand in order to effectively meet the labor demands of the area, its respect for both credit and non-credit programs has become firmly entrenched. Even with this enhanced credibility, however, some community members still view Chattanooga State as something less than a college. Its level of prestige/status in the community is still, no doubt, lower than that of the local four-year institutions.

The merger of Chattanooga State with the State Area Vocational-Technical School could, in the absence of marketing efforts, serve to reinforce this negative comparison. It is, therefore, highly important that Chattanooga State convey to the general public the positive benefits of the merger--particularly the expansion of opportunities for students.

Lastly, it is important to note that a number of community members have no image or a misconceived image of Chattanooga State. Many people are simply unaware of the college's programs, services, and community role.

Oct 8

Analysis of Alternative Student Options

As mentioned in the introduction, it is important for Chattanooga State to position itself in comparison to other area institutions. This type of positioning will enable us to avoid duplication of programs and services and to meet needs not met by other institutions of higher education. In regard to image, all of the four-year institutions have been in existence longer than Chattanooga State, and Chattanooga State is thus viewed as having less of an academic tradition than they. Fortunately, in recent years a cooperative effort has developed between Chattanooga State and two of the four-year universities and the cooperative spirit has done much to enhance the role Chattanooga State plays in the higher education ladder. Both the four-year institutions and Chattanooga State serve established purposes and provide for the differing needs of area citizens.

In comparison to the nearest two-year public community college, Chattanooga State's image is clearly more career-oriented. The image of Chattanooga State in relation to private two-year institutions is favorable but is not seen as an important marketing consideration because of the difference in types of programs and the cost differential.

Goals of Marketing Efforts

1. Increase the public's awareness of Chattanooga State's role in the community.
2. Make information about college happenings and services more accessible to community members.
3. Increase inter-campus communications to enhance faculty/staff awareness so they may share with people with whom they come in contact outside the institution.
4. Make a concerted effort to adequately inform the college community and the general public about the effects/benefits of the merger with the vocational school.
5. Use the "benefits" approach in all communications.
6. Continue to use the theme of a "career-oriented" community college.

7. Ensure that all publications reflect an accurate image of the student population in regard to sex, age, and race.
8. More clearly define what image we want the institution to have.
9. Stress the need for institution-wide support.
10. Create a marketing coordinating body consisting of three members:

    Associate Dean of Admissions

    Associate Dean, Continuing Education

    Coordinator, Institutional Research
11. In all external communications, weave in the thread of quality instruction which produces successful students competent to perform. Whenever possible, testimonials of students or satisfied employers should be used to help communicate opportunities available to other potential students or employers.
12. Provide assistance for improvement of positive human relations skills for all employees, especially those who are the College's first line to the public. Services to students should continue to be emphasized with an objective of high consumer satisfaction.
13. Support activities of the alumni organization.
14. More fully utilize WCSO to publicize college information.
15. Continue needs assessment as an on-going process.
16. Draw on talents of communications students in developing promotional materials.
17. Maintain a continuity in design and presentation of all publications to help convey an image that is consistent with the purpose of the institution.

Research Available/Needed

Available:

1. Community Impact Study - Conducted in 1979-80, this study's results were reported in detail in the 1980-81 marketing plan. Several key findings are repeated below:
   a) More than 50% of the residents were aware of Chattanooga State's career programs, skill training courses, general education, transfer programs, adult enrichment courses, and business/industrial job training. Areas of low awareness included the Women's Center, financial aid, counseling, and testing.
   b) Employers were most aware of business/industrial job training and adult enrichment courses. They were least aware of the Women's Center and the Child Development Center.
   c) Educators, as would be expected, were most aware of joint enrollment and computer assisted instruction, as well as conferences and workshops.

Needed:

1. Research regarding the opinions/image held by high school students.
2. Research regarding any changes in image as a result of the merger with the vocational school.

Identification of Target Audiences

1. General Public
2. Secondary Students
3. Business/Industry
4. Civic Clubs
5. Chattanooga State Faculty/Staff
6. Legislators
7. Board of Associates
8. Advisory Committees

Marketing Strategies

Marketing Proposal	Person(s) Responsible	Time Schedule
1. Provide staff development in the areas of (a) human relations skills (b) the community college concept/image	Associate Dean, Continuing Education	August 1981
2. Develop a "give-away" bookmark with general information about the college	Public Information Technician	August 1981
3. Develop pre-packaged packets of information for visitations, talks to service clubs, etc.	Coordinator of Admissions Officers	August 1981
4. Develop and distribute a faculty handbook of retention suggestions	Coordinator of Admissions Officers	August 1981
5. Design and install a lighted activities board at the front of the campus	Dean of Finance and Administration	September 1981
6. Check with MacDonalds, Burger King, and others regarding possible use of Chattanooga State placemats in outlets	Public Information Technician	August 1981
7. Set up lighted, unmanned display in Eastgate Center throughout the entire month of August and in Northgate Mall Sept. 1-14	Coordinator of Admissions Officers	August/Sept. 1981
8. Direct mail credit/continuing education class schedules to personnel directors in approximately 250 companies	Coordinator of Admissions Officers	August/Dec. 1981 March/June 1982
9. Distribute Chattanooga State credit/continuing education class schedules to all doctors'/dentists' offices in greater Chatt. areas with a request that they be placed in waiting rooms.	Coordinator of Admissions Officers	August/December 1981 March/June 1982

Marketing Strategies

Marketing Proposal	Person(s) Responsible	Time Schedule
10. Develop a general purpose audio-visual program to be made available to area groups and organizations through the Speaker's Bureau and all other interested individuals willing to help communicate information externally about the institution and its programs	Public Information Technician/ Admissions Officers	July 1981
11. Increase inter-campus communications, utilizing more fully the weekly "Campus Bulletin" and the TV monitors	Public Information Technician	On-going
12. Design and produce a combined tabloid/annual report to the people	Associate Dean of Admissions (primary responsibility) Public Information Technician	August 1981
13. Generate pre-tabloid promotion in newspaper, radio, and TV alerting prospects to watch for tabloid delivery	Public Information Technician	August 1981
14. Generate post-tabloid publicity urging action--check tabloid to choose courses or program or phone for additional information or pamphlets	Public Information Technician	Sept. 1981
15. Implement telephone tape information system Note: Implementation of this activity is contingent upon funding for equipment	Associate Dean of Admissions (primary responsibility) Assistant Dean, IMC Admissions Officer	January 1982
16. Plan and conduct campus-on-the-mall display at Eastgate Center (action-oriented, career displays and exhibits)	Coordinator, CPPC	November 1981

Marketing Strategies

Marketing Proposal	Person(s) Responsible	Time Schedule
17. Plan and conduct Chattanooga State Day at Northgate Mall	Coordinator of Student Activities	April 1981
18. Prepare or arrange for an average of 5 news releases, 2 features, and 2 PSA's per week	Public Information Technician	On-going
19. Regularly schedule college administrators/faculty to appear as guests on local TV/Radio programs.	Public Information Technician	On-going
20. Inform area residents of daily and weekend events on campus (art shows, musicals, athletic events, etc.) through the area calendar of events and through other means.	Public Information Technician	On-going
21. Design general information posters for libraries, banks, high schools, and businesses	Admissions Officer	August 1981
22. Develop two speaker's bureaus (one for high schools and one for civic clubs or other organizations) with representation from both faculty and staff	Associate Dean, Admissions	October 1981
23. Provide one speaker annually to each of the Chamber of Commerce Area Councils and to as many other organizations as possible	Public Information Technician	On-going
24. Purchase and place an attractive bulletin board in front of the Technology Building indicating by function the locations of various programs of the college	Dean of Finance & Administration	September 1981
25. Coordinate information for "in-house" newsletters for major employers in area	Public Information Technician	On-going

Marketing Strategies

Marketing Proposal	Person(s) Responsible	Time Schedule
26. Develop informational flyers to be distributed through a) Electric Power Board to all new residents requesting service b) County Court Clerk to all license tag renewal applicants c) area banks, medical centers, veterans clinics, rehabilitation department, unemployment offices, and realtors	Public Information Technician	July 1981
27. Investigate the possibility of Red Food's donating the printing of grocery bags promoting programs at Chattanooga State (or, if preferred by Red Food, promoting post-secondary education)	Public Information Technician	July 1981
28. Produce annual catalog, viewbook and curriculum brochures	Associate Dean, Admissions	
29. Place curriculum brochures in selected businesses based on type; e.g., horticulture brochures in garden centers	Admissions Officer	August 1981
30. Investigate feasibility of offering credit courses through: a) educational tv b) WCSO	Assistant Dean, IMC Station Manager, WCSO	December 1981 (report)
31. Prepare combined credit/non-credit class schedules for mailing to selected homes (40,000-50,000) in area	Associate Dean, Admissions Associate Dean, Continuing Education	Dec./March/June
32. Design and produce a "Career Success Stories" booklet (w/profiles of successful Chattanooga State graduates) in cooperation with the Alumni Council	Associate Dean, Admissions Public Information Technician	March 1982

Marketing Strategies

Marketing Proposal	Person(s) Responsible	Time Schedule
33. Create, in cooperation with Channel 9, 12 or 3, a series of PSA's focusing on a) college credit programs b) continuing education and community service; c) vocational programs; d) Career Planning; e) Placement; f) Women's Center	Public Information Technician	July/Aug./Sept./Dec./March
34. Design and produce a poster publicizing fall registration and session dates.	Admissions Officers	August 1981
35. Create a central information center or booth which would provide college-wide information for both prospective/ current students and general campus visitors	Associate Dean, Admissions Associate Dean, Continuing Education	Sept. 1981
36. Explicitly define and publicize the community college concept	Associate Dean, Admissions Public Information Technician	September 1981
37. Develop a communications skills workshop for clerical/support persons who come in direct contact with students	Associate Dean, Continuing Education	Sept. 1981

COLLEGE CREDIT PROGRAMS

COLLEGE CREDIT PROGRAMS

Background Information

Chattanooga State offers 29 two-year career programs as well as 21 certificate programs designed to provide students with marketable skills. In addition, the College offers 55 college parallel programs in which students may complete the first two years of a baccaleaurate degree before transferring to a four-year institution. Approximately 75-78 percent of Chattanooga State's students usually enroll in career programs, with 22-25 percent choosing transfer programs.

To a large degree, the career programs market themselves because of the significant, positive relationship which exists between the programs and job market opportunities. This is particularly true in highly technical areas such as computer science and engineering technologies. However, a need exists to adequately and accurately inform the community of the availability of the progams. Communications with prospective students should reflect positioning by stressing the factors that make Chattanooga State particularly appropriate to meet their needs. In addition, in regard to transfer programs, information about the low-cost, high quality of instruction in comparison to four-year institutions needs to be publicized.

Although funding limitations may interfere in 1981-82, the overall goal of marketing college credit programs is to continue significant enrollment increases. A minimum of a 5 percent increase in headcount is anticipated for Fall 1981-82, (from 4856 to 5100) with FTE being limited to 100 over Fall 1980-81. If the spring 1980-81 headcount enrollment increase of 15 percent is an indicator of increase for Fall 1981-82, Chattanooga State

may reach the enrollment limit before the official registration is completed. Therefore, it is imperative that we be prepared to deal with this contingency.

With the factor of enrollment limitations considered, the emphasis in the 1981-82 marketing plan will be to achieve a better match between potential students and the available programs at Chattanooga State. This approach, combined with better service to students, should enhance Chattanooga State's retention rates. When students are well-matched to Chattanooga State, it is more likely that they will get what they need, like it, and so stay.

Analysis of Alternative Student Options

In the area of highly technical programs, no significant alternative student options exist in the immediate area, although several small private schools do offer programs in computer science (at a much higher cost). In some of the business areas such as secretarial science, students have a larger market from which to choose, although the higher cost at private schools is still a significant factor. For students interested in pursuing a baccaleaurate degree, we compare favorably in cost and quality of instruction and thus fill a distinct need for students desiring a low-cost education. The other alternative student option for career programs is located 30 miles north of Chattanooga (Cleveland State). Both Chattanooga State and Cleveland State draw from the north end of Hamilton County, where the distance to the schools is fairly equal. Although aware of this overlapping area, we feel that the difference in types of programs shows a cooperative effort to avoid duplication of programs. As long as Chattanooga State continues to offer career programs needed by the greater Chattanooga area, enrollments will probably continue to increase. The concern is that we communicate to the public the availability of those programs and that we satisfy needs once students choose Chattanooga State.

Goals of Marketing Efforts (Credit Programs)

1. Match product(s) with consumer and community needs.
2. Generate a maximum number of inquiries--both specific and non-specific-from Chattanooga State's primary service area target markets.
3. Improve the immediate follow-up program to convert a greater percentage of inquiries to applicants.
4. Convert a maximum number of applicants to registrants.
5. Establish a warm, receptive atmosphere/office for initial contact in the institution.
6. Accurately and effectively publicize the types of credit programs available at Chattanooga State.
7. Assess the percentages of marketing efforts aimed at specific target audiences and reapportion if necessary.
8. Continue the development and implementation of a campus-wide retention plan.
9. Increase mailings to key target audiences.
10. Increase contact with business/industry.
11. Increase utilization of financial aid, particularly academic work scholarships and work-study.
12. Maintain contact with early leavers to encourage reenrollment.
13. Reassess segmentation of target audiences and redesign marketing strategies accordingly.
14. Utilize alumni and current students in marketing.
15. Continue increasing the quality and quality control of credit programs.
16. Establish a systematic approach to communicating retention information to appropriate individuals within the College.
17. Intensify post-selling programs which serve as a positive reinforcement on students' decisions to attend Chattanooga State.

18. Identify and focus on specific strengths of individual programs which should be communicated to selected target groups.

19. Involve advisory groups, alumni, and other community representatives in marketing.

20. Emphasize the College's responsiveness and flexibility in addressing business, industry and health agencies' educational needs.

21. Establish a viable record-keeping system for tracking inquiries, prospects, etc.

Research Available/Needed

Available:

1. Entering Student Study - Conducted in 1979-80, this study has been reported previously, but the following significant points are repeated as references for this marketing plan:
   a) Primary goals for attending Chattanooga State are to increase knowledge and understanding in an academic field and to obtain a certificate or degree.
   b) Course offerings and cost of education ranked highest in factors influencing decisions to attend college.
2. Community Impact Study - Also conducted in 1979-80, this study's key points related to college credit programs are summerized below:
   a) Career programs were most used by residents (45%); all other programs and services were used by less than 20% of the residents surveyed.
3. Attrition Study - Conducted in 1980, this study revealed the following:
   a) Major reason for leaving was achievement of academic goals with transfer to another institution.
   b) Factors not significant for leaving included lack of money and dissatisfaction with the learning environment.

4. Analysis of enrollment by zip code areas (Fall 1980 New 1980 Graduates)

37401-02-03-08	114	37363,37421,37315,37302	250
37407-09-10	193	37343	634
37404	162	37341	134
37406	259	37379,37304,37373	132
37405	166	37377	144
37411-21	558	37321,37338	46
37412	412	37311	24
37419,37350	94	37327	28
37416-21	367	37397	56
37405-15	504	37367	15
30742,30726,30736	37	30741,30728,30707,30725	57
30752	8		

5. Analysis of enrollment by high schools (Fall 1980 New 1980 Graduates)

Hixson	55	Howard	9	Notre Dame	9
Red Bank	49	Kirkman	25	LaFayette	5
East Ridge	47	Riverside	10	Sequatchie Co.	12
Tyner	42	Chattanooga Valley	7	Rhea Central	6
Central	34	Rossville	10	Marion Co.	6
Chatt. High	17	Bledsoe	5	Ooltewah	19
Soddy Daisy	25	Ringgold	6	Foreign Schools	32
Brainerd	34	Lakeview/Ft. Ogle.	17	GED	62
So. Pittsburg	16	Others (Less than 5 each)	41		

6. Analysis of enrollment by age groups (Fall 1980 New 1980 Graduates)

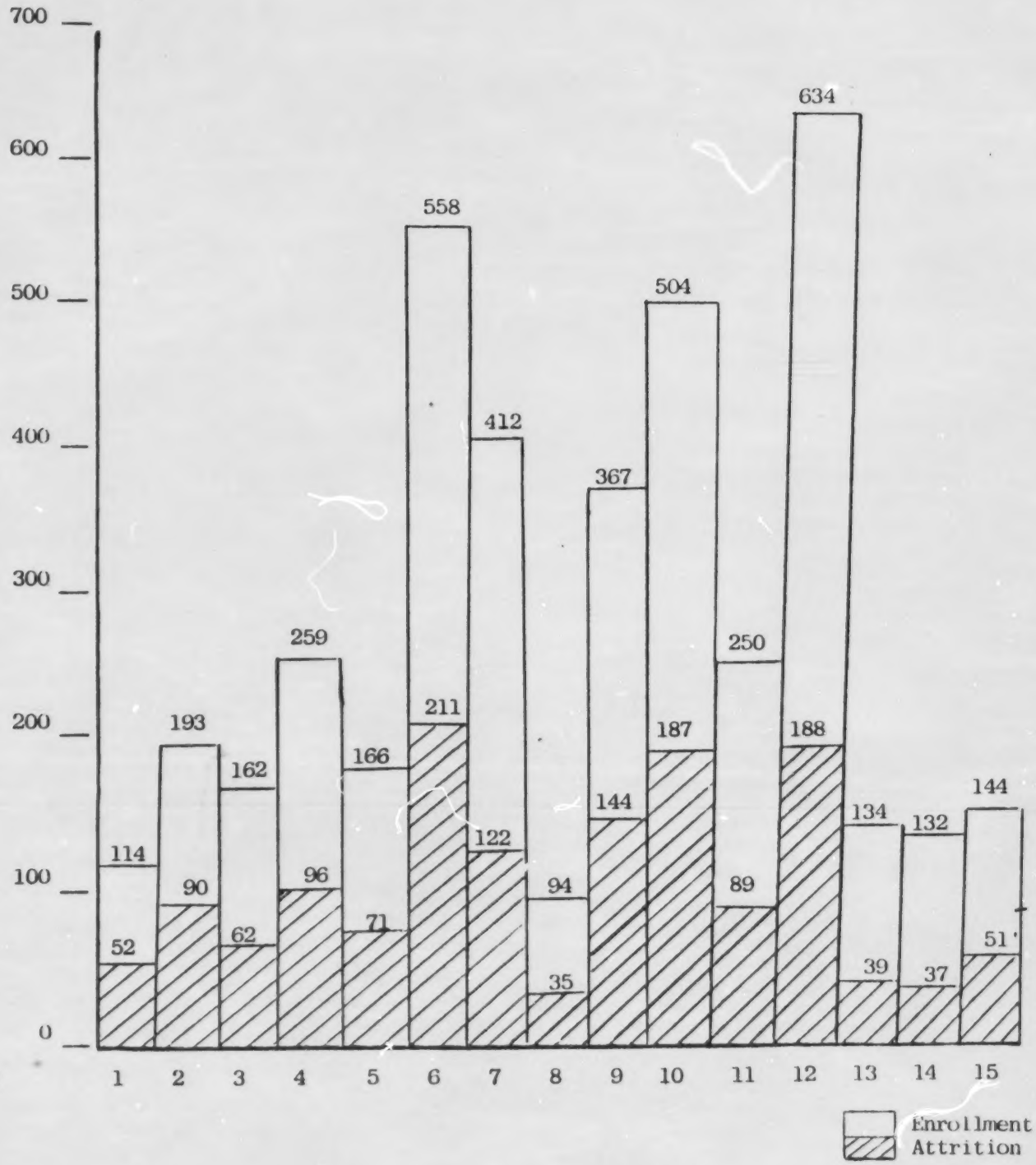
6 %	under 18			
51 %	18-24			
17 %	25-29	4 %	40-44	Average Age = 25.7
11 %	30-34	3 %	45-49	Range = 16-78
5 %	35-39	3 %	50 & over	

7. Analysis of Enrollment and Attrition by Planning District.

Enrollment & Attrition Study

by Planning District

Fall 1980 - 81



Needed:

1. A complete analysis of 1980 area high schools graduates including Hamilton County Schools- % attending college; % attending college in Tennessee; % of Tennessee enrollees who attended Chattanooga State, UTC, and Cleveland State.
2. Updated information on entering students.
3. Updated information on attrition.
4. Research on factors which affect student success in achieving realistic goals.
5. Research on how students make their college/major choice.
6. An analysis of projected high school graduates in service area.

Identification of Target Audiences

Chattanooga State has many target markets. These markets may be compared with a pyramid: broadest at the "prospect" end and narrowing at each stage until the relatively small number of enrollees is achieved.

The stages in the admissions pyramid illustrate the many levels of communications required in marketing.

Step 1: The admissions market--the prospects. Each year, approximately 3.9 million high school seniors graduate, with some 1.3 million intending to go to college. Locally, approximately 2000-2500 students graduate each year, with approximately 58% continuing their education. Chattanooga State attracts approximately 30-35% of those attending college (See chart on next page). Others, with adequate information, might also choose college. In addition, many other sources of prospects exist, such as the over 25 adult, women with special needs, teachers, etc.

Step 2: Out of the 2000-2500 local high school graduates, 50% (1000)-1250 might conceivably attend Chattanooga State, but, more practically, we might consider....

Step 3: 30 percent (600-750) plus approximately 1000 (new) persons beyond high school age that might logically attend Chattanooga State because their general needs and goals coincide with our offerings. Many of this number it is probably not possible to contact except through a form of mass advertising. The true prospect pool then becomes:

Step 4: The numbers of individuals in the overall admissions market that we are able to contact meaningfully plus those individuals who respond to the mass advertising.

GRADUATES

	Brainerd	Chattanooga	Hixson	Howard	Kirkman	Lkt. Valley	Riverside	Tyner
Total Graduating	201	189	351	137	194	84	98	241
Attending College	112 (55.9)	96	240	40	56	34	35	144
Attending CSTCC	22 (19.6)	20 (20.8)	71 (29.6)	16 (40.0)	33 (58.9)	11 (32.4)	19 (54.3)	42 (29.2)

System 234 (30.9%)

Estimate 32% from Red Bank
Soddy Daisy
Ooltewah
East Ridge
Central

Step 5: When we communicate with persons in our contact pool, a certain number of them will express interest in what we have to offer. These become "active prospects."

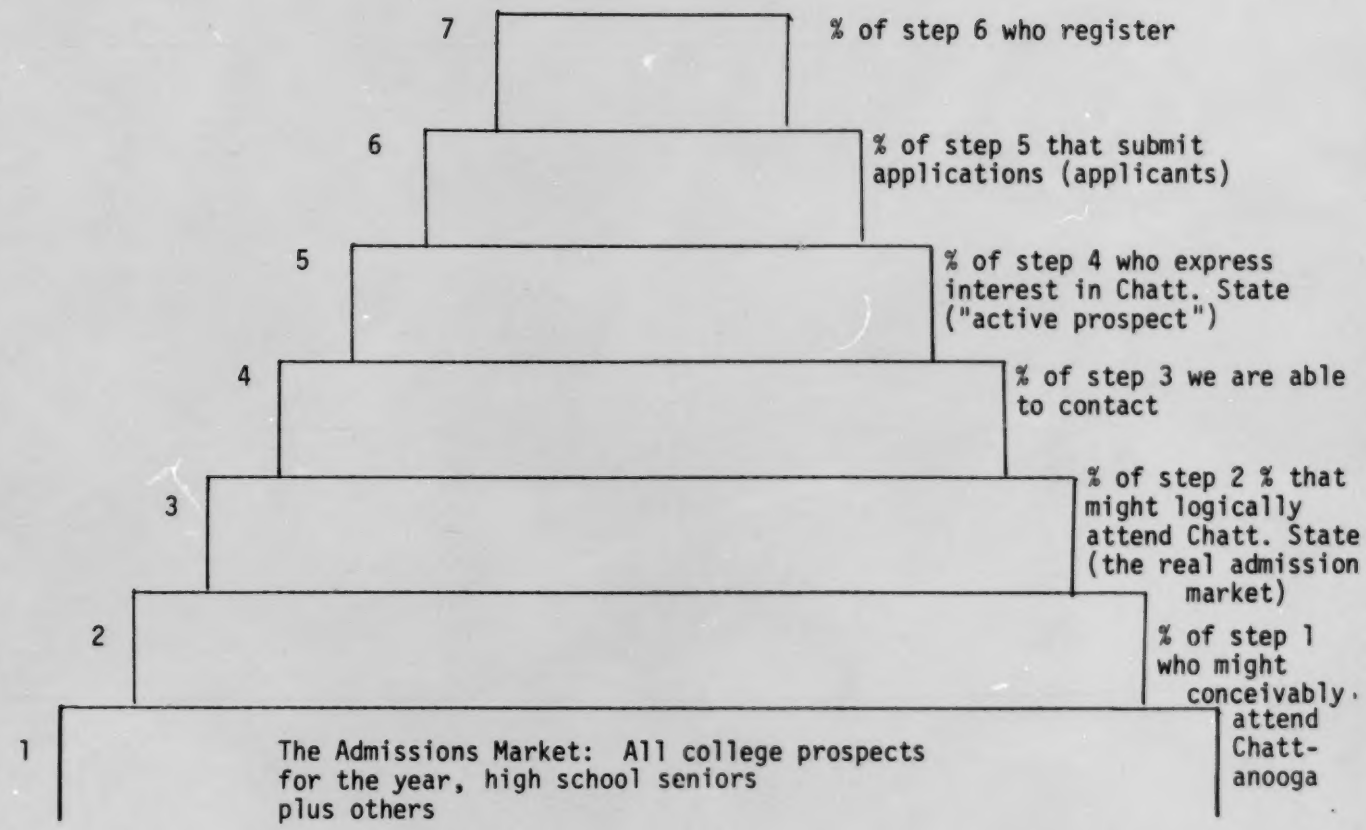
Step 6: After further communications and, ideally, exchange of ideas, some of the active prospects will submit applications, and thus the "applicant pool" is created.

Step 7: The number of students who actually show up on registration day to become matriculants.

Target Audiences

1. Applicants
2. Currently enrolled students - credit & CEU
3. Program Completers
4. Program Leavers
5. Secondary School Students
   a) Seniors
   b) Others
6. Educators
   a) Principals
   b) Conselors
   c) Teachers
7. Business & Industry
   a) Tuition Refund/Employee Sponsored
   b) Non-Employer Sponsored
8. Senior Citizens

THE ADMISSIONS PYRAMID


7
% of step 6 who register
6
% of step 5 that submit applications (applicants)
5
% of step 4 who express interest in Chatt. State ("active prospect")
4
% of step 3 we are able to contact
3
% of step 2 % that might logically attend Chatt. State (the real admission market)
2
% of step 1 who might conceivably attend Chatt-anooga
1
The Admissions Market: All college prospects for the year, high school seniors plus others

Marketing Strategies

Marketing Proposal	Person(s) Responsible	Time Schedule
Target Audience - Applicants		
*1. Respond to specific inquiries with the following: a) Personalized cover letter b) Program or course material requested c) General information about Chattanooga State d) Application form e) Financial aid information	Admissions Officers	Within 3 days of inquiry
*2. Make phone calls to prospects who do not return applications within two weeks--offer assistance and attempt to determine the student's specific degree of interest in Chattanooga State. The objective of this follow-up phone call is to get an application.	Admissions Officers	2 weeks after inquiry is answered
*3. Respond to non-specific inquiries with the following: a) Personalized letter indicating to prospect career planning services which are available b) General information about Chattanooga State c) Literature describing the career planning process	Admissions Officers	Within 3 days of inquiry

* Note: An asterik (*) indicates that this activity will be used to market college credit and vocational programs simultaneously.

Marketing Proposal	Person(s) Responsible	Time Schedule
*4. From the time a student is notified of acceptance, maintain contact by:		
a) Letter from department head	Department Head	Within two weeks of application
b) New student newsletter	Assoc. Dean, Admissions/Public Info. Tech.	Quarterly
c) Personal contact by phone	Admissions Officers	Two weeks prior to registration
*5. Continue use of small group orientation system, including a slide presentation.	Admissions Officer	Sept. 1981
6. Continue timely evaluation of transcripts for transfer applicants	Registrar	Within two weeks of receipt
*7. Mail Fall 1981-82 Schedule of Classes to all admitted students who did not enroll for spring and summer 1980-81	Admissions Officers	

*Note: An asterik (*) indicates that this activity will be used to market college credit and vocational programs simultaneously.

Marketing Strategies

Marketing Proposal	Person(s) Responsible	Time Schedule
Target Audience - Currently Enrolled Students		
1. Continue and expand the Academic Advisement Center	Associate Dean, Student Development	On-going
*2. Contact students with excessive absences to encourage them to return to classes or to officially withdraw.	Associate Dean, Student Development	On-going
3. Continue to improve regular advisement system		Quarterly
a) distribute advisee grade report to advisors within one week after end of quarter	Registrar	On-going
b) advisors contact students a minimum of one time quarterly	Academic Assistant Deans/Dept. Heads (coordinate and monitor contacts)	
*4. Conduct career mini-workshops for accepted and prospective students	Coordinator, Career Planning and Placement Center	Quarterly
5. Identify and contact students experiencing academic difficulty	Associate Dean, Student Development	On-going
6. Offer college credit for career planning	Coordinator, Career Planning & Placement Center	Jan. 1982
7. Design and implement a peer counseling service	Coordinator, Student Activities	September 1981
*8. Publicize the availability of financial aid to both part-time and full-time students	Coordinator of Financial Aid	On-going
9. Determine success rate of transfer students and publicize	Coordinator, Institutional Research	Feb. 1982

*Note: An asterik (*) indicates that this activity will be used to market college credit and vocational programs simultaneously.

Marketing Strategies

Marketing Proposal	Person(s) Responsible	Time Schedule
10. Publicize valedictorians, salutatorians, National Merit finalists, etc., attending Chattanooga State	Public Information Technician	October 1981
*11. Develop and distribute a faculty handbook of retention suggestions	Admissions Officers	Sept. 1981
12. Develop a faculty advisement manual to provide basic information on transfer programs, course substitutions and credit-by-exam policies, electives, graduation requirements, etc.	Admissions Officers	Sept. 1981
*13. Design and implement advisement seminars for faculty	Admissions Officers	Sept. 1981
*14. Expand tutorial services to support classroom learning	Coordinator, Counseling and Guidance	On-going
*15. Develop faculty referral system for counseling services	Coordinator, Counseling and Guidance	On-going
16. Create a central information center or booth	Associate Dean, Admissions Associate Dean, Continuing Education	Sept. 1981

*Note: An asterik (*) indicates that this activity will be used to market college credit and vocational programs simultaneously.

Marketing Strategies

Marketing Proposal	Person(s) Responsible	Time Schedule
Program Completers		
*1. Send congratulatory letter to graduates with employment survey enclosed	Coordinator, CPPC (PR) Placement Officer Coordinator, Institutional Research	June 1982
*2. Mail credit/non-credit schedules to graduates for four quarters following graduation	Admissions Officers	Aug./ Dec./ March/June
Program Leavers		
*1. Conduct personal exit interviews with all students who withdraw	Registrar	On-going
*2. Contact all program leavers by phone or mail to encourage return to school next quarter	Admissions Officer Dept. Heads/Advisors	Within two weeks of withdrawal
*3. Mail credit/non-credit schedules to programs leavers for four quarters following withdrawal or last date of attendance	Admissions Officers	Aug./Dec./March/June
4. Contact students who complete one quarter but do not return the following quarter	Coordinator, Institutional Research Admissions Officers	Jan./April/Sept.

*Note: An asterik(*) indicates that this activity will be used to market college credit and vocational programs simultaneously.

Marketing Strategies

Marketing Proposal	Person(s) Responsible	Time Schedule
Secondary School Students - Seniors		
*1. Mail a series of five general recruitment letters to approximately 4400 area high school seniors	Associate Dean, Admissions	Oct./Jan./March/June/August
*2. Mail recruitment letters and make personal phone calls to:		
a) seniors for whom we receive ACT	Associate Dean, Admissions	Within two weeks of receipt of ACT
b) senior who make inquiries, complete prospect cards, etc.	Admissions Officers	Within 1 week of inquiry
c) seniors for who we receive financial aid forms but no application for admissions	Admissions Officers	June 1982
d) seniors for whom we receive high school transcripts but no application for admission	Admissions Officers	June 1982
*3. Visit each high school twice annually	Admissions Officers	Sept./March
*4. Conduct campus tours	Admissions Officers	On-going
5. Invite Joint Enrollment students to a Chattanooga State basketball game	Coordinator, Student Activities	Nov. 1981
*6. Participate in college-day fairs	Admissions Officers	As requested
*7. Mail parents of prospective students an information letter re: programs, placement, costs, benefits of Chattanooga State education, etc.	Admissions Officers	May 1982
*8. Consider the feasibility of a student-sponsored, student-operated public relations outreach day to their home high schools	Admissions Officers	Oct. 1981

Marketing Strategies

Marketing Proposal	Person(s) Responsible	Time Schedule
Secondary Students 10-12		
1. Sponsor high school photography contest, art competition, and yearbook workshop	Coordinator, Student Activities	To be determined
2. Sponsor high school engineer's day	Department Head, Engineering Technologies	Feb. 1982
3. Host area high school basketball and baseball teams at Chattanooga State game	Coordinator, Student Activities	Nov./Dec./April
4. Notify high school newspaper editors of former students who receive awards and recognition	Public Information Technician	Monthly
Educators		
1. Host LPGA dinner meeting	Associate Dean, Admissions	March 1982
2. Develop and distribute information packets (on programs with special requirements) to guidance counselors	Admissions Officers	August 1982

Marketing Strategies

Marketing Proposal	Person(s) Responsible	Time Schedule
Business & Industry		
1. Identify and contact companies sponsoring tuition refund programs	Associate Dean, Admissions	On-going
2. Increase on/off campus credit course offerings designed for specific employee groups based on needs identified through an informal survey	Assistant Deans	On-going
*3. Increase awareness of college programs designed to meet business and industrial needs through in-person visitation by faculty members and Career Planning and Placement Staff	Coordinator, Career Planning and Placement Center Department Heads Placement Officer	On-going
4. Provide schedules of classes for posting by area business/ industries	Admissions Officers	Quarterly
*5. Design and produce flyers aimed at career training or retraining for distribution at selected businesses/ industries	Public Information Technician Admissions Officers	May 1982
*6. Meet with personnel officers to determine needs	Associate Dean, Admissions Associate Dean, Continuing Education	On-going
7. Determine the feasibility of packaging and marketing a group of courses for area office workers during the noon hour	Associate Dean, Admissions	To be determined

CONTINUING EDUCATION PROGRAMS

Background Information

With significant growth of non-credit activities since Chattanooga State became a community college in 1974, marketing has become a major activity in the Department of Continuing Education and Community Service. This background material is designed to provide a framework for carrying out this function. The philosophy behind the marketing effort is to serve clients in a manner that meets their educational needs and generates a profit for Chattanooga State.

The Division of Continuing Education and Community Services is a profit center for Chattanooga State. To maintain the income profitability of Continuing Education, the coordinators must perform the perpetual functions of:

(1) Assessing need (marketing research)

(2) Designing a program that is competitive (marketing strategy)

(3) Define the market (target marketing)

(4) Selling the programs (market mix)

The assets and liabilities of Chattanooga State should be taken into consideration in program development. Emphasis should be placed on value added or benefits of attendance at the program. Other factors in selecting the strategy to utilize in marketing include: (1) competition in the subject area; (2) existing pricing levels in subject area; (3) outside forces on market (legislative requirements for licensing); and, (4) financial resources for promotion.

Each program area must develop its own marketing strategy in relation to these variables. These various strategies should interface directly with the overall stategy of Continuing Education and Chattanooga State.

Successful programming in Continuing Education requires careful consideration of the four P's of the marketing mix (Product,Price,Physical Distribution, Promotion) by coordinators. Integrating these variables into a coordinated effort is an on-going process in Continuing Education and must be of concern to all employees.

The product of Continuing Education is service to the community. Service may be developing courses for training or personal interest, scheduling a campus facility for a non-college group, or assisting a student to find an answer to a question.

Pricing considerations must be made in relation to the competition and what the market will bear. The college normally must maintain a 40 percent overhead rate in all pricing decisions. The value added to the consumer, as a result of attending an activity,is another primary pricing determinant

Physical distribution of the Continuing Education product is accomplished in a number of ways:

1) Traditional Classes on campus
2) Off-campus classes
3) Telephone calls and contacts
4) Media Channels (radio, television, and newspaper)

The method and appropriateness of delivery is key to the success of programs. The length of the program, day of week, and time of day are additional considerations in packaging for distribution.

The promotion of activities is a prime time-consumer of the coordinators in Contuing Education. Typical promotional activities include direct mail, public service announcements, newspaper releases, radio and television appearances and personal selling. However, the best promoter is word of mouth from a satisfied client.

Current practice in Continuing Education is to utilize direct mail to reach the target market. Typically, the quarterly mailings will include:

47,000 - General continuing education catalog

300 - Health brochures per program

300 - Business brochures per program

In recent years, Continuing Education has probably averaged 2 health programs and 4 business programs per quarter. Therefore, Continuing Education has mailed 48,200 pieces per quarter or approximately 190,000 pieces per year. Mailing costs alone approach $6,200. Therefore, it is imperative that mailing labels come from an updated list.

During 1980-81, Continuing Education and the Admissions Division jointly produced a quarterly catalog (schedule of classes) for promotional efforts, thereby sharing in the costs. This effort will continue in 1981-82. The mailing of this promotional material is to selected neighborhoods in the Chattanooga area.

Newspaper advertising was discontinued after Fall Quarter 1980-81. There has been no noticeable difference in enrollment since omitting this paid advertising. Feature articles have played a more important role in the marketing effort in the past year.

Chattanooga State policy has been not to pay for radio and television advertising, and no change in this area is anticipated in the foreseeable furture. Instead, public service announcements (PSA's) have been the primary thrust in radio and television. The radio stations have been more receptive to running PSA's on continuing education activities than have television stations.

As Continuing Education moves more into conference programming, the effective use of direct mail becomes more important. A basic decision regarding mailing list

must be made--to continue to buy lists or to build our own mailing lists.

In conclusion, the successful program is the end result of a good product delivered to the client when and where he wants it, at a reasonable price. This process is facilitated through a unified marketing plan.

Analysis of Alternative Student Options

The major suppliers of alternative student options in the area are the continuing education division at UTC and the avocational programs at the YMCA, although in-house business and industrial training may also be viewed in this light.

In comparison to the continuing education division at Chattanooga State, UTC's programs are generally higher in cost. Chattanooga State offers more health related programs, with numbers of business programs being comparable at the two schools. A positive note made by students is the greater availability of parking at Chattanooga State. It is also important to note that although some duplication of programs and services may exist, the Continuing Education department at Chattanooga State is designed to be self-supporting and thus will limit duplication based on students' needs and responses to programs.

Although relatively small or medium-size businesses and industries are more prone to seek the assistance of outside sources for training purposes, some large companies are beginning to recognize benefits of utilizing the expertise and facilities available at Chattanooga State. Even those companies with full-time training departments (such as Blue Cross) are discovering that Chattanooga State can meet their needs in some areas in a more cost efficient/effective manner than they can provide in-house. Other companies (such as Combustion) have recently made cost comparisons between Chattanooga State and other sources of training in the Chattanooga area (private and public) and have realized that a significant difference exists.

Goals of Marketing Efforts (Non-Credit Programs)

1. Continue to price products so that they remain competitive.
2. Expand distribution through the Community Education program and more extensive conference programming.
3. Expand the product line in areas of health, allied health, and business conferences.
4. Continue to use direct mail as the predominant technique for marketing.
5. Build "good" mailing lists.
6. Increase the role of telephone marketing in the overall operation of Continuing Education (Staff will strive to enroll students of cancelled classes into other classes that are similar to the one cancelled. Accurate and courteous telephone information is crucial to the successful operation of this division.)
7. Maintain a system to correctly ascertain the training and educational needs of the clients of each continuing education component.
8. Maximize student satisfaction with quality instruction and service.
9. Identify primary and secondary target groups based on demographic characteristics of the community and the specific programs offered by Continuing Education.
10. Emphasize the College's responsiveness of flexibility in addressing business, industry, and health agencies continuing education/services needs.

Research Available/Needed

Each coordinator must maintain a system to correctly ascertain the training and educational needs of their clients. This market research may take many forms: (1) a formal survey; (2) course evaluation survey; (3) discussions with other continuing education personnel; (4) personal visits with clients; (5) reading from professional journals; (6) talks with prospective instructors.

The key to a successful continuing education programs is a valid needs assessment. It is imperative that Continuing Education staff maintain mechanisms to obtain accurate market research data.

The data must be specific enough to allow for topical program development. Based on accurate data, it is the coordinator's responsibility to design a program that will meet the expectations of the client.

Available

1. Analysis of enrollment by zip code areas - Fall 1980

30720 - 5	37321 - 19	37367 - 10	37411 - 119
30736 - 29	37322 - 11	37373 - 7	37412 - 160
30741 - 40	37327 - 16	37377 - 65	37415 - 173
30742 - 11	37346 - 38	37379 - 26	37419 - 15
30752 - 15	37343 -182	37407 - 17	37421 - 164
37311 - 55	37347 - 10	37408 - 6	Other - 38
37318 - 30	37350 - 17	37409 - 23	
37319 - 48	37363 - 40	37410 - 16	

2. Informal needs analysis through the quarterly breakfast meeting of the Continuing Education Division.

In Progress:

1. An analysis of area business/industry--information such as size of company, number of employees, type of products/services, names and titles of contact persons, etc., to be compiled into an industrial contact book.

Needed:

1. A comprehensive needs assessment.
2. Coordinator quota of two outside sales contacts per week.

3. Evaluation of purchased mailing lists through coding.
4. Analysis of telephone information system.
5. Historical zip code analysis.

Identification of Target Audiences

Market segmentation is accomplished within Continuing Education primarily through selection of specific mailing lists for direct mailing. Segmentations may take many forms, including by:

a) sex
b) income
c) residence address
d) occupation
e) association memberships

Most programs are directed toward a specific target market based on one or more of the variables listed above. In designing a program, the coordinator should be able to identify the segment of the market for whom the program is intended.

In Continuing Education, the "shotgun" marketing approach is not appropriate; the "rifle" strategy is employed in most instances. Specific target audiences include the following:

1. Business & Industry
2. Chattanooga State Credit Students
3. Educators
4. 6th, 7th, & 8th grade Students
5. Secondary School Students
6. Senior Citizens
7. Single Parents
8. Hospital Employees
9. Volunteer Agencies
10. Churches
11. Civic Clubs
12. Public Agencies

By segmenting the market, Continuing Education is able to build a following in the various categories. The emphasis in program development is quality, not necessarily quantity. The philosophy is that if quality is present, the volume of activity will increase accordingly.

Marketing Strategies

Marketing Proposal	Person(s) Responsible	Time Schedule

Notes: Coordinators should carefully consider each program activity as to its strengths and weaknesses. Programs which have, in the coordinator's opinion, marginal chance for success should not be attempted. The current success rate (classes which make divided by total numbers of sections offered) must be increased to at least 70%.

Marketplace factors should be taken into account when scheduling an activity. Unemployment, availability of similar products at a lower price, and time of year are examples of uncontrollable factors having an impact on the success rate.

Most current programming in DCECS is of the short course variety. In order to expand our share of the market, we must move in the direction of 50 percent short courses and 50 percent seminar/conference activities. Relative income relationships should fall in the same distribution.

Fee considerations should always include a minimum 40 percent overhead for Chattanooga State after expenses. The current 60/40 percentage fee split with instructor/college may have to be altered. A close examination of the next fiscal year will dictate action needed to be taken in this regard.

Other income-producing opportunities should be cultivated. Charging for room usage by non-college groups could be a significant income factor if the proposed schedule is adopted.

Marketing Strategies

Marketing Proposal	Person(s) Responsible	Time Schedule
1. Begin in-house development of mailing lists.	Program Coordinators	To be determined
2. Produce continuing education catalog pull-out for fall tabloid.	Program Coordinators	August 1981
3. Produce promotional brochures for direct mailings as follows:	Program Coordinators	Fall 1981
Fall 1981 - 8 Business Programs Brochures - 3200 6 Health Programs Brochures - 2000		
Winter 1982 - CE/Credit Catalog - 50,000		November 1981
10 Business Programs Brochures - 4000		Winter 1982
8 Health Programs - 2400		Winter 1982
Spring 1982 - CE/Credit Catalog - 50,000		February 1982
8 Business Programs - 3200		Spring 1982
6 Health Programs - 2400		Spring 1982
Summer 1982 - CE/Credit Catalog - 50,000		May 1982
3 Business Programs - 1200		Summer 1982
3 Health Programs - 1000		Summer 1982
4. Design and produce public service announcement (for television) promoting continuing education opportunities.	Public Information Technician	Sept. 1982
5. Complete industrial contact book - make available to other college personnel.	Associate Dean, Continuting Education	Sept. 1981
6. Make minimum of two outside sales contacts per week.	Program Coordinators	Weekly

Marketing Strategies

Marketing Proposal	Person(s) Responsible	Time Schedule
7. Submit information for news release/ PSA's on programs/conferences to public information technician.	Coordinators, Continuing Education	Minimum of 1 week prior to suggested release date
8. Continue to utilize Chatta Newcomers for distribution of Continuing Education catalogs.	Coordinators, Continuing Education	Quarterly
9. Mail non-credit schedules to credit graduates for 4 quarters following graduation.	Coordinators, Continuing Education	Quarterly
10. Increase on/off campus offerings designed for specific employee groups to enhance economic development.	Coordinators, Continuing Education	On-going
11. Conduct formal study of area business/ industry needs.	Coordinator of Institutional Research	January 1982
12. Meet with personnel training officers to discuss educational needs of companies.	Associate Dean, Continuing Education Associate Dean, Admissions	Weekly
13. Increase course offerings for recertification purposes.	Coordinators, Continuing Education	On-going
14. Continue to maintain contacts with area hospitals and to offer specialized workshops.	Coordinator, Continuing Health Education	On-going
15. Mail announcements (for church bulletins) and specially designed flyers (for posting) to area churches, promoting workshops for single parents, senior citizens, etc.	Public Information Technician	On-going
16. Work with senior citizen groups to determine their needs; design appropriate programs.	Coordinators, Continuing Education	On-going

Marketing Strategies

Marketing Proposal	Person(s) Responsible	Time Schedule
17. Publicize the services available through the Child Development Center.	Coordinators, Continuing Education	On-going

VOCATIONAL PROGRAMS

VOCATIONAL PROGRAMS

Background Information

Chattanooga Area Vocational Technical School began classes in March 1970. At its inception, it offered five programs and then expanded to 15 programs by July of that year. Since that time it has grown to 412 full-time students enrolled in 20 vocational programs. Approximately 400 more students were enrolled in part-time supplemental programs.

Effective July 1, 1981, the Chattanooga Area Vocational-Technical School merged with Chattanooga State Technical Community College, with governing control being moved from the State Department of Education to the State Board of Regents. Full-time programs will continue without interruption, and the part-time supplemental will be continued temporarily, terminated and reactivated when appropriate through Chattanooga State's Continuing Education Division.

As a result of the merger, all administrative plans related to marketing and admissions will be generated and coordinated through Chattanooga State's College-Wide Marketing Plan. It imperative that the community receive accurate and timely information about benefits of the merger as well as about potential changes. Changes in programs and administrative policies must be communicated in a positive, assertive manner, rather than waiting for the media to "dig" for negative changes.

Currently enrolled students should have direct communication from Chattanooga State as quickly as possible. We should anticipate their questions and answer them in a straight-forward manner.

There are approximately 400 students currently enrolled in full-time vocational programs, with approximately 200 students on waiting lists.

Marketing efforts will thus be directed toward a better match of students' interests and aptitudes with the available programs.

Analysis of Alternative Student Options

In 1973, Chattanooga State broke new ground by becoming the first technical community college. Now, in 1981, Chattanooga State has once again become a testing ground. The merger of Chattanooga State and the Chattanooga Area Vocational-Technical School is a three-year trial project which may serve as the basis for future mergers.

No school with similar scope exists in the immediate area. However, some private schools offer a limited number of vocational programs (particularly business areas). The majority of the vocational programs available in the greater Chattanooga area are at Sequoyah, Harrison Bay, or comprehensive high schools such as East Ridge. It is not the intent of Chattanooga State to duplicate the programs available at these secondary institutions. Rather, Chattanooga State will endeavor to offer advanced training to students completing a secondary vocational program. In addition, entry-level vocational programs will be available for those adults without vocational backgrounds.

Goals of Marketing Efforts

1. Emphasize the positive benefits of the merger.
2. Fully inform currently enrolled vocational students as to the effects of the merger.
3. Work closely with area vocational schools (Sequoyah and Harrison Bay) as well as the vocational departments of area comprehensive high schools to inform students of opportunities for advanced training.

4. Review marketing strategies currently utilized by Chattanooga Area Vocational-Technical School.
5. Analyze retention rates for the past three years at the Chattanooga Area Vocational-Technical School.
6. Accurately and effectively publicize the types of vocational programs available at Chattanooga State, providing maximum exposure.
7. Increase the quality and quality control of vocational programs.
8. Identify and focus on specific strengths of individual programs which should be communicated to selected target groups.
9. Identify past target audiences and add new ones if necessary.
10. Analyze the admissions cycle and revamp if necessary.
11. Review the financial aid process and make necessary changes.
12. Promptly respond to inquiries and requests.

Research Available/Needed

Available

As of the time of publication of this marketing plan, the following information was available:

PROGRAM	DAY/ EVENING	FULL/ PART	MAXIMUM ENROLLMENT	CURRENT ENROLLMENT	WAITING LIST	PROJECTED VACANCIES July 1	Aug. 1	Sept. 1
1. Air Conditioning	22 / 19	41 / 0		41	11-Day 5-Evening	0 / 3	2 / 35	2 / 35
2. Auto Body	13 / 0	13 / 0		13	29	2 / 0	0 / 0	2 / 0
3. Auto Mechanic	19 / 0	19 / 0		19	31	11 / 0	0 / 0	0 / 0
4. Boiler Maker	28 / 0	28 / 0		28	*	0 / 0	0 / 0	0 / 0
5. Commercial Food Services	19 / 0	19 / 0		19	*	1 / 0	2 / 0	3 / 0
6. Cosmetology	20 / 17	20 / 17		37	19-Day 9-Evening	1 / 5	2 / 1	3 / 0
7. Drafting	18 / 3	18 / 0		18	*	3 / 0	1 / 0	1 / 0
8. Electronics	16 / 0	16 / 0		16	16	2 / 1	0 / 0	0 / 0
9. Electricity (Industrial)	20 / 18	38 / 0		38	13-Day 8-Evening	2 / 2	2 / 1	2 / 1
10. Machine Shop	19 / 22	41 / 0		41	*	4 / 0	3 / 2	4 / 0
11. Bookkeeping	23 / 0	20 / 3		23	*	1 / 0	1 / 0	1 / 0
12. Clerk Typist	17 / 0	17 / 0		17	*	6 / 0	3 / 0	3 / 0
13. Office Occupations	15 / 0	14 / 1		15	*	3 / 0	2 / 0	0 / 0
14. Data Processing	19 / 0	19 / 0		19	*	2 / 0	7 / 0	0 / 0
15. Secretarial	16 / 0	16 / 0		16	*	5 / 0	1 / 0	0 / 0
16. Paramedic	29 / 0	0 / 29	3 classes of 25 each	29	84	0 / 0	0 / 0	0 / 0
17. Pre-Occupational	28 / 0	28 / 0		28	*	0 / 0	0 / 0	0 / 0
18. Tool & Die	11 / 0	11 / 0		11	*	3 / 0	2 / 0	4 / 0
19. Welding	15 / 19	34 / 0		34	49-Day 18-Evening	3 / 3	2 / 3	1 / 5
20. Diesel Mechanic	0 / 0	0 / 0		0	11	5 / 0	5 / 0	5 / 0
		4/12						

* Information not available to date

Needed

1. An analysis of enrollment by:
   a) age
   b) sex
   c) geographic area of residence
   d) educational background
2. A survey of local business/industry to determine manpower needs in specific vocational programs.
3. Follow-up studies of prior vocational school completers.

Identification of Target Audiences

1. Currently enrolled students
2. Applicants
3. Program Leavers
4. Secondary School Student
   a) seniors
   b) 10-12
   c) vocational students
5. Business & Industry
6. Educators
   a) principals
   b) counselors
   c) teachers
7. General Public

Marketing Strategies

Marketing Proposal	Person(s) Responsible	Time Schedule

Note: To a large extent, the strategies used for college credit programs will be utilized to market vocational programs simultaneously. Such strategies are indicated with an asterik (*) in the college credit section.

1.	Design and produce a series of public service announcements to emphasize the expanded opportunities now available at Chattanooga State	Public Information Technician	August 1981
2.	Design and produce a slide show explaining the ladder approach to career education.	Public Information Technician	December 1981
3.	Design and print a poster and flyer depicting the ladder approach to career education	Public Information Technician	February 1982
4.	Produce an addendum to the 1981-82 college catalog to include vocational programs/information.	Associate Dean, Admissions	August 1981
5.	Develop a theme for the 1981-82 school year which emphasizes the expanded opportunities available as a result of the merger.	Public Information Technician	August 1981
6.	Evaluate registration procedures and revise if necessary.	Registrar	August 1981
7.	Review financial aid process and change if necessary.	Coordinator, Financial Aid	July/August 1981
8.	Design and produce individual program brochures.	Public Information Technician	February 1982
9.	Gather information on job trends and salaries of program completers-publicize if appropriate.	Coordinator, Career Planning and Placement Center	June 1982

Marketing Strategies

Marketing Proposal	Person(s) Responsible	Time Schedule
10. Investigate the feasibility of departmental awards; if used, publicize award winners	Head, Vocational Division	To be determined
11. Involve vocational students in extracurricular activities	Coordinator, Student Activities	On-going
12. Conduct staff workshops on ladder approach.	Associate Dean, Continuing Education	September 1981
13. Develop and conduct a special luncheon workshop for counselors to provide accurate information about the merger.	Admissions Officer	Aug./Sept. 1981
14. Utilize word processing for personalized responses to inquiries and requests.	Associate Dean, Admissions Admissions Officer	On-going
15. Develop a prospectus or fact sheet on the vocational department.	Admissions Officers	August 1981
16. Develop a brochure addressing questions of vocational students-mail with cover letter to all currently enrolled students.	Associate Dean, Admissions	July 1981
17. Develop and release major feature article for local newspapers, outlining merger and effects.	Public Information Technican	July 1, 1981
18. Schedule informational meeting with local television station.	Public Information Technician	July 1, 1981
19. Develop a series of specific merger news articles to appear in local newspapers, highlighting programs and/or services.	Public Information Technician	July 1-30, 1981

Marketing Strategies

Marketing Proposal	Person(s) Responsible	Time Schedule
20. Schedule luncheon/breakfast meetings with local vocational school administration/counselor personnel.	Associate Dean, Admissions	July 1-30, 1981
21. Develop brochure for local secondary/vocational school students/ counselors and disseminate through secondary/vocational school visitations.	Admissions Officers	Aug. 15 - Sept. 15, 1981

CAREER PLANNING & PLACEMENT

CAREER PLANNING & PLACEMENT CENTER

Background Information

The Career Planning and Placement Center began offering services to students in the Fall of 1979. In the first year of operation (1979-80), more than 3300 students utilized the available services, which included career counseling, vocational testing, limited career library services, placement services, and interview/resume' writing workshops. The second year of operation involved an expansion in all of these areas, with special emphasis on workshops and the career library.

The purpose of the Career Planning and Placement Center is three-fold:

1) To expose students to the wide divergence of career opportunities available in the world of work, providing accurate information on employment outlook, qualifications/training necessary for specific jobs, salary ranges, etc.

2) To asssit students in selecting a career which matches their interests and abilities.

3) To assist students in obtaining employment both during and after their college courses.

The Career Planning and Placement Center is grounded in the philosophy that each individual should make his or her own career choice, with the Career Center assisting by providing a roadmap for the career planning process. The Career Planning and Placement Center supplies the road signs, but only the individual can choose the direction for his or her career path. The emphasis is on accurate information and guidance so that a student can successfully match his or her interests with a career field which will meet his or her needs.

Undoubtedly, many people in the greater Chattanooga community need the services available through the Career Planning & Placement Center. Yet, only a relatively small number of community members and students have actually utilized this resource. The biggest problem the Career Planning & Placement Center faces is to make students and area residents aware of Career Planning & Placement Center programs and services. PSA's, talk shows, and newspaper articles have been somewhat successful, but personal contact with small groups is viewed as critical to expanding the outreach of the Career Planning & Placement Center. A concerted effort is needed to reach church groups, civic clubs, public agencies, and other community groups. This will be demanding, time-wise, on the staff members of the Career Planning & Placement Center, but it is vital to the ultimate success of its programs and services. The primary goal for 1981-82 for the Career Planning and Placement Center will thus be increased visibility, with special emphasis on personal contacts.

In the area of placement, a need also exists to expand visibility. Internally, much contact is needed between the placement office and currently enrolled students as well as with facutly members. Increased contact with personnel officers in local business and industry is also needed. In addition, the placement office needs to establish a viable system for tracking graduates and reporting their success back to the college community.

A further need exists in the development of up-to-date accurate information on career opportunities related to the career programs at Chattanooga State. It is critical that admissions officers--as well as others who make contact with prospective students--have this information when advising or counseling students.

The opportunities for the Career Planning & Placement Center are vast--creative programming and services can be the foundation for unparalleled growth in this area.

Analysis of Alternative Student Options

The Career Planning and Placement Center at Chattanooga State has comparable units at other public institutions in the area, but the programs and approach differ somewhat from Chattanooga State's operation.

At Cleveland State, the Career Center utilizes INFOE (a system reviewed by Chattanooga State before contracting with SIGI); they are, however, very interested in purchasing SIGI. Mainly, the Career Center at Cleveland State serves as a resource/learning center and appears to have little contact with high schools. They do offer a career decision-making class (1 hour credit) to enrolled students. They are currently working on a 1 hour class in job orientation. As compared to Chattanooga State, Cleveland's center appears to be more campus-based.

At UTC, the admissions office and counseling center utilize GIS (a computerized career information system by Houghlin-Mifflin). A remote terminal is used in high schools on a limited basis for career planning. For adults, special assistance is available through counseling services. Career planning services in the Counseling Center are available only to currently enrolled students or prospective students and are not open to the general public. The primary use of the GIS is by students assigned to run programs as part of classroom work. As at Cleveland, the UTC program appears campus-based (except for the use of GIS in high schools). In comparison, Chattanooga State is attempting to make the services of its CPPC available to all area citizens as a community service.

Goals of Marketing Efforts

1. Continue development of a positive external image for the Career Planning & Placement Center.
2. Increase the number of career planning workshops/services.
3. Increase high school contacts/visits.
4. Continue the development of a logging system for services rendered.
5. Implement the use of SIGI.

6. Increase visibility of the Career Planning & Placement Center.
7. Revamp placement programs and services (including Career Express) to more effectively meet the needs of students and business/industry.
8. Disseminate information about Career Planning & Placement programs/services to faculty and staff on a regular basis.
9. Consider the feasibility of adding a youth service function (special programs for high school drop-outs, juvenile delinquents, etc.) through the Career Planning & Placement Center.
10. Expand the target audiences currently served by the Career Planning & Placement Center.
11. Develop materials for facilitating the career planning process.

Research Available/Needed

Available:

1. Attrition study, 1979-80 - In an evaluation of college services, a) career planning was ranked as the least recognized service. b) job placement and career planning ranked as the two lowest items in regard to satisfactory service.

   Note: This survey was completed during the first year of operation of the Career Planning & Placement Center.

2. Analysis of clients served by Career Planning & Placement Center for an average month (May, 1981) shows the following utilization:

Service	No. of Persons Served
How to Get a Job Workshop	9
Time of Your Life Seminar	20
Other Workshops	34
Career Counseling Groups	4

2. (Continued)

Service	No. of Persons Served
Phone Calls	38
Job Bank Inquiries	18
Walk-in-General Assistance	31
Test Interpretation (groups)	38
Test Interpretation (individuals)	14
Job Listings	11
Pre-admissions counseling	8
Strong-Campbell Test	143

In Progress:

1. Survey of 1974-81 graduates to determine their present employment and salary, career progress, etc.

Needed:

1. Survey of currently enrolled students to ascertain their career planning and placement needs.
2. Survey of general public to determine needs.
3. Informal survey of personnel directors to determine best approach to job placement services.
4. Survey of high school seniors to determine career planning needs.

Identification of Target Audiences

1. Currently enrolled students
2. Applicants
3. Program completers
4. Program leavers
5. Secondary school students
   a) seniors
   b) others

6. Business & Industry
7. Civic Clubs
8. Community Agencies
9. Clubs
10. Educators
    a) Principals
    b) Counselors
    c) Teachers
11. Unemployed/Unemployment agencies
12. Churches
13. Adults in career transition

Marketing Strategies

Marketing Proposal	Person(s) Responsible	Time Schedule
1. Design and implement summer career planning workshops for secondary students.	Coordinator, Career Planning & Placement Center	July/August 1981
2. Complete design for career decision class, submit to curriculum committee, implement.	Coordinator, Career Planning & Placement Center Assistant Dean , Arts, Humanities and Public Service	January 1982
3. Gather information on job trends and salaries of graduates --submit to departments and to public information technician for publication.	Placement Officer	August 1981
4. Develop program to make contact with undecided majors to offer career planning assistance.	Coordinator, Career Planning & Placement Center	Sept. 1981
5. Develop and conduct a minimum of two workshops/seminars per month for community members including but not limited to: a) career direction b) coping with unemployment	Coordinator, Career Planning & Placement Center	On-going
6. Offer a series of career planning and placement workshops for currently enrolled students.	Coordinator, Career Planning & Placement Center	Monthly
7. Administer and interpret the Strong Vocational Inventory in a minimum of 10 area high schools.	Coordinator, Career Planning & Placement Center	Monthly
8. Plan and conduct Career Days for Hamilton County and City schools during American Education Week.	Coordinator, Career Planning & Placement Center	Nov. 1981

Marketing Strategies

Marketing Proposal	Person(s) Responsible	Time Schedule
9. Plan and conduct special seminar, workshop, or other activity for high school vocational students during National Vocational Week.	Coordinator, Career Planning & Placement Center	To be determined
10. Implement the use of SIGI on campus and in area high schools.	Coordinator, Career Planning & Placement Center	February 1982
11. Investigate the use of SIGI on a regular basis at Eastgate and Northgate Malls.	Coordinator, Career Planning & Placement Center	June 1982
12. Develop and conduct a minimum of 15 presentations on career development for elementary and junior high students--on campus or in local schools.	Coordinator, Career Planning & Placement Center	2-3 Monthly Oct./Nov. 1981 Jan./April 1982
13. Visit 2 companies per week to discuss personnel needs and request job listings.	Placement Officer	Weekly
14. In cooperation with public information technician, develop a public service announcement to encourage employers to list job openings with Chattanooga State's job bank.	Coordinator, Career Planning & Placement Center	March 1982
15. Design, produce and mail a brochure (with cover letter) describing placement services to area personnel directors.	Placement Officer	August 1981
16. Work with Department of Employment Security to encourage unemployed to utilize career planning services and to return to school to obtain or upgrade skills if appropriate.	Coordinator, Career Planning & Placement Center	On-going

Marketing Strategies

Marketing Proposal	Person(s) Responsible	Time Schedule
17. Conduct counselor workshops on career planning topics.	Coordinator, Career Planning & Placement Center	February 1981
18. Make a minimum of 9 presentations on Career Planning and Placement services to local PTA groups.	Coordinator, Career Planning & Placement Center	Monthly - Sept./May
19. Mail announcements (for church bulletins) and flyers (for posting) to area churches and community groups publicizing programs for unemployed, adults in career transition, etc.	Coordinator, Career Planning & Placement Center	On-going
20. Make a minimum of 10 presentations on CPPC services to area civic clubs and other community groups.	Coordinator, Career Planning & Placement Center	Monthly
21. Make guest appearances on area talk shows (TV and Radio).	Coordinator, Career Planning & Placement Center	On-going
22. Regularly run announcements of Career Planning and Placement Center activities on TV monitor.	Coordinator, Career Planning & Placement Center	On-going
23. Design and produce a booklet featuring graduates (picture, programs, additional information) for mailing to business/ industry.	Placement Officer	March 1982

WOMEN'S CENTER

Background Information

The Women's Center, a component of the Career Planning and Placement Center, was opened in Fall 1979. The purpose of the Women's Center is to meet the special needs of women, with particular emphasis on initial entry or reentry into the world of work (preceded, in some cases, by college work). Many women, those who have spent a number of years as full-time homemakers, for example, have unique needs in this area because of lack of experience and confidence. The services of the Women's Center are designed, through workshops and a women's library, to offer assistance in confidence-building, career decision making, and job seeking skills.

In the near future, Women's Center programming will expand to meet other types of needs experienced by women, included but not limited to coping with abuse, dealing with children's problems, time management, financial problems, etc.

Analysis of Alternative Student Options

Locally, UTC offers a number of programs for women (ex. FACE) and the YMCA as well as other agencies offer seminars and programs. However, it is felt that no significant duplication of services exists. Despite this, it is hoped that a cooperative effort be developed, so that the combined resources of Chattanooga State and other agencies may better serve the total needs of women in the greater Chattanooga area. The Women's Center at Chattanooga State is a unique resource center in the Chattanooga area, and we could serve as a catalyst for this cooperative effort. With appropriate programming and publicity, the Center has unlimited potential.

Goals and Marketing Efforts

1. Increase community awareness of Women's Center services and activities.
2. Increase institutional (faculty, staff, students) awareness of Women's Center services and activities.
3. Track students who participate in selected Women's Center activities.
4. Develop post-selling programs which positively reinforce Women's Center activities' participants consideration of enrolling in college.

Research Available/Needed

No specific research related to women's needs is available at Chattanooga State at the present.

Needed

1. A formal needs assessment study to determine needs of women in the Chattanooga area.

Identification of Target Audiences

1. Women in General Population
2. Single Parents
3. Unemployed
4. Women in career transition
5. Full-time homemakers
6. Church groups
7. Public agencies
8. Chattanooga State students
9. Applicants
10. Former students

Marketing Strategies

Marketing Proposal	Person(s) Responsible	Time Schedule
1. Mail flyers describing women's center services to target groups; e.g., church groups, single parents groups, singles groups, etc.	Counselor, Women's Center	August 1982
2. Develop and conduct a minimum of 2 workshops/seminars monthly, addressing the special needs of women.	Counselor, Women's Center	On-going
3. Make regular appearances on area radio and TV talk shows.	Counselor, Women's Center	
4. Set up a Women's Center display in area shopping malls once each quarter.	Counselor, Women's Center	
5. In cooperation with public information technician, develop radio and television public service announcement publicizing women's center services in general.	Counselor, Women's Center	
6. Make at least 5 presentations annually to PTA groups.	Counselor, Women's Center	
7. Make at least 5 presentations annually to civic groups such as Lioness Clubs, Jaycettes, etc.	Counselor, Women's Center	
8. Make at least 10 presentations to area high school groups on women in non-traditional careers.	Counselor, Women's Center	
9. Coordinate a weekly or monthly coffee/talk group for women returning to school.	Counselor, Women's Center	

Marketing Strategies

Marketing Proposal	Person(s) Responsible	Time Schedule
10. Develop a tracking system to follow women who come through "Second Time Around" programs.	Counselor, Women's Center	
11. Regularly run announcements of women's center activities on TV monitor.	Counselor, Women's Center	

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